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ABSTRACT

After presenting information on the general inadequacies of the graded system in schools, this monograph discusses the possibility of advancing the individual educative process through the concept of continuous pupil progress. The following proposition is presented: If there are no grades; if a child progresses according to his own ability; if the teacher allows for individual differences in the classroom, then the child should naturally grow in individual social and academic accomplishments. The continuous progress plan of individualized instruction is then outlined as an alternative to the graded system. The Exshaw Plan from the Exshaw School District, Exshaw, Alberta, Canada, is presented as a guide. The level system of vertical organization and the grouping system of horizontal organization for this plan are described. Within these systems, the following points are emphasized: a) placement decisions, b) rate of progress, c) curriculum content, d) curriculum organization, e) teacher and student organization, and f) student progress reports to parents. A two-page bibliography is included along with 10 figures of data. (For related documents, see SP 006 948-950, 952-53.) (BRB)

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INDIVIDUALIZATION OF INSTRUCTION:

CONTINUOUS PROGRESS EDUCATION

by

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FOREWORD

You may have heard recently the phrase, "Now that we have achieved education for all, let us seek education for each." We certainly have nearly achieved education for all, and we have it within our power to achieve education for each, but to do so we must change markedly in the next decade and constantly examine new avenues which seem to offer realistic improvements for the teaching-learning process.

This monograph, and similar ones which will follow, is designed to set forth what is the most enlightened thought in the field. New ideas will be presented with the hope that some implementation will follow.

While we will not be advocating any one specific course or another, we believe it to be necessary to give currency to new and viable solutions to some of the problems that face us in today's complex world. Educators will not find specific recipes to educational problems in this brief paper, but it is hoped that they will find meaningful and useful ideas, directions, and procedures. From this point of view, practicing educators, and others, should find the information contained in the educational monographs of considerable value and assistance. How well we accomplish our purposes will eventually be for our children to witness or censure.

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C O N T I N U O U S P R O G R E S S [1]

One possibility for advancing the individual educative process for each student lies in the concept of continuous pupil progress. However, before beginning a discussion of the techniques involved in the implementation of this concept, a brief consideration of the problem involved in rigid, or lock-step, pupil progress will be undertaken.

The Graded System

The graded system of school organization has remained basically unchanged for over one hundred years. Although there were some attempts in the 1900's (Winnetka, Dalton, Pueblo plans) and again in the 1930's (Western Springs Flexible Progress Plan) and 1940's (Milwaukee), it was not until 1955 when John Goodlad published a report on nongraded schools for the N.E.A. that any real interest was stirred in individualized instruction, on a national level.[2] From that time on there has emerged a constant emphasis for change in school organization. This new emphasis has been toward school programs designed to fit the curriculum to the child and his needs, rather than expecting each child to fit a standardized, inflexible curriculum.

The traditional graded program, originally designed to permit the quick

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[1] Much of this discussion was derived from A.F. McLean, "A Program of Continuous Pupil Progress in The Exshaw Elementary School, Exshaw, Alberta, Canada." An unpublished M.A. thesis, University of Montana, Missoula, 1969.

[2] J.I. Goodlad, "More About The Ungraded Unit Plan," National Education Association Journal, XLIV (May, 1955), pp. 295-97.

Note: Much indebtedness is acknowledged by the authors of this monograph to the works and writings of John Goodlad in the field of continuous progress education.

and convenient classification of the great number of pupils who were pouring into the schools in the early days of this country's development, encouraged the division of knowledge into segments, simplified the task of preparing teachers, and offered a rigid educational pattern to the public. However, this system of education did not really concern itself with the needs of the individual student. It was mass education; students were educated by groups, and if a student could not keep up with the group, he simply dropped behind or out.

Further Considerations

There are several acceptable facts concerning human individuality, particularly in regard to the growth and development of the child, which the graded plan does not consider. It appears quite evident that all children differ to considerable degrees in the main aspects of their personalities--physically, socially, emotionally, and intellectually. Physically, some children are tall, some short, some slender, and others heavy set. Socially, children display a great variety of characteristics being, sensitive, withdrawn, gregarious, confident, or outgoing, to name a few. Emotionally, children can be inquisitive, emotionally secure, or highly motivated, while others may be indifferent, insecure or lethargic. Vast extremes also exist in the realm of intellectual differences. There is a great variation in the range of measured I.Q. and achievement from those children considered mentally uneducable to those who have genius ratings.

Throughout the entire spectrum of humanity, there exists these tremendous variations in each individual and to further provide uniqueness, these characteristics quite often vary from one situation, or framework,

to another situation, framework, or setting.

Perhaps ore of the most interesting and enlightening graphic comparisons of the variability of human individuality is illustrated by Goodlad and Anderson. These authors compare the "measured" grade level abilities of five different children in six differing areas commonly used by teachers for "grading" students. The only concrete evidence that the test data really shows, is the tremendous variation among individuals and the wide range of performance within the individual child according to his abilities.[3] An abbreviated form of this data follows. Some may find it of interest to cover the right hand column and attempt to determine the grade level for each of the children and write it in the left hand column.

Achievement Data for Five School Children

Pupil	Paragraph Meaning	Word Meaning	Average Reading	Spelling	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic
1	4.6	5.3	5.0	4.2	2.7	3.0	2.9
2	9.4	9.4	9.4	7.4	6.1	5.1	5.6
3	2.9	3.1	3.0	1.8	2.3	2.2	2.3
4	3.6	4.2	3.9	5.2	5.6	5.8	5.7
5	4.1	3.5	3.8	3.3	3.4	2.9	3.2

[3] John Goodlad and Robert Anderson, The Nongraded Elementary School, New York: Harcourt, Brace, and World, 1963, p. 5.

Keeping in mind the tremendous degree of variability between individuals, a consideration of the graded structure will then present certain problems for any students. Such problems might include:

1. Students who have difficulty with the academic program suffer non-promotion (failure) if they cannot keep up with what is considered to be the "average."
2. Faster moving suudents are often "skipped" and as a result lose a considerable amount of beneficial experiences by missing the program of an entire grade.
3. There is a heavy emphasis on the "average" and the "group" and not enough emphasis on the "individual" and "individual differences."
4. Grades do not provide for the wide range of abilities of the various students in an average class.
5. Non-promotion means repeating one whole year (or grade).
6. Faster students have no room to expand intellectually and academically and either adapt to or become frustated with the slower pace.
7. The graded structure offers very little scope for flexibility in terms of the individual in the operation of the classroom program.

Conclusion

When the position is taken that there is a general inadequacy in the traditional graded system as a means of promoting the educative process, then the following assumption and proposition regarding school structure should be considered.

TENABLE ASSUMPTION

to eliminate the graded system, and

replace it with another more efficient and effective structure

to attain the desired goals and objectives of individualized instruction.

A PROPOSITION

1. If there are no grades (i.e. First, second, third,...)

and

2. If children progress continuously according to their individual abilities

and

3. If the teacher makes a genuine provision for the individual differences of children in terms of classroom program

then

4. There should be a natural growth of the individual in social and academic accomplishment in accord with his or her individual needs and abilities.

Therefore, if one grants that the graded system does not serve the concept of individualized instruction, and if it is to be replaced, then it must be replaced with a system of school organization which does fulfill the function of individualized instruction. It is thereby proposed that a flexible continuous progress structure of school organization will fulfill the above requirements. Stewart Dean, in regard to this rationale of continuous pupil progress, submits that:

> ...through flexibility of operational machinery and individualization of instruction, we shall be in an improved position to offer educational programs which are more viable, in which higher motivation may be stimulated, and in which more realistic accomplishments can be attained.[4]

In summarizing the opposing points of view regarding grading versus nongrading, Glogau and Fessel[5] bring to light several significant considerations. These authors see those differences as follows:

Graded Structure	Nongraded Structure
1. Schools are designed to cover and inculcate a specific body of subject matter.	1. Schools are learner-centered ____ designed to develop the learner as an individual and as a member of society.

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[4] Stewart Dean, quoted in R.L. Neagly and N. Dean Evans, Handbook for Effective Curriculum Development (Englewood Cliffs, N.J. : Prentice-Hall, 1967), page 114.

[5] L. Glogau and M. Fessel, The Nongraded Primary School, West New York, N.Y.: Parker Publishing, 1968, pp. 223.

2. Individual differences merely determine one's chances in the race to cover prescribed material. They are not taken into account in planning the program or the organizational structure.	2. Differences in many aspects of development are recognized and used in planning highly individualized programs.
3. Nonpromotion is the primary mechanism by which students who progress slowly are adjusted to the system.	3. Provision is made for both differentiated rates of progress and variations in kinds of program, according to individual needs and abilities.
4. Decisions about grade placement is made at the end of each school year.	4. Decisions about placement in a group take place throughout the school program.
5. Grade placement depends on meeting of fixed annual standards set for the whole group.	5. Individual standards are based on the physical, mental, social, and emotional status of the child at any time.
6. Specific bodies of content are assigned to specific grades.	6. Content is viewed as cumulative as well as sequential.
7. Content assigned to the following grade is "Off Limits."	7. When child is ready for the next step he goes to it; it is not the exclusive domain of the teacher of next year's work.
8. Subject matter should be identified and rigorously prescribed.	8. Focus should be on ways of knowing and thinking. Emphasis is on the individual.

It has often been stated that the major concept in the formulation of continuous progress programs is to help the individual to attain his maximum growth potential. In viewing this concept it seems apparent that the following statements are pertinent in terms of objectives necessary to this type

of program:

1. To instruct a child on his level of ability and readiness.
2. To assist each individual to attain optimum growth.
3. To enable the student to assume a pattern of continuous growth without gaps or repetition.
4. To assure that each child has the opportunity to experience success and achievement.
5. To enable a student to receive additional instruction aimed at his specific needs.
6. To better determine the child's progress with regard to basic skills and concepts.
7. To enable the special abilities of the teaching staff to be used to an optimum advantage.
8. To utilize equipment, facilities, and supplies to fully enhance the instructional program.
9. To encourage a strong positive working relationship between the school and the community, particularly in regard to teacher-student-parent relationships.

Organizationally, continuous progress also appears to meet all of the general principles for good school organization suggested by Burr and associates.[6]

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[6] James B. Burr, W.H. Coffield, T.J. Jenson, and R.L. Neagley, Elementary School Administration, Boston: Allyn and Bacon, 1963, pp.64-9.

These principles state that the orginization plan should:

1. Provide that teachers know the children they teach.
2. Facilitate equal educational opportunity for all children.
3. Be appropriate for the educational goals of the school.
4. Be projected in cognizance of the needs of young children.
5. Contribute to conditions of practice of democratic behaviors.
6. Facilitate integrative learning experience of the child.
7. Encourage teachers to be concerned with the total development of the child.
8. Facilitate desirable flexibility in the individual child's school day.
9. Provide for the grouping of children in harmony with respect for the individual.
10. Be designed to challenge teachers to be competent academically in their understanding of child development.

It appears that the continuous progress pattern of school organization fits into the above description exceptionally well. The continuous progress pattern may be generally characterized by the following situations:

1. Grade designations are removed from classes and rooms.
2. Pupils move vertically at their own rate and are able to experience progress continuously.
3. Progress is based on the student's own individual success in each of the areas of study. A student will, in all likelihood, have varying rates of progress in various subject areas.
4. Individual differences are recognized and real (actual) provisions are made to accomodate these differences.

5. External standards are treated as guidelines rather than dogma and are related to the needs of the individual.

6. Flexibility is usually the keynote in the overall structure and program.

7. The school is program oriente d rather than operationally oriented.

8. Focus is on ways of understanding, knowing, and thinking rather than on merely covering subject matter.

9. Teachers are viewed as facilitators and encouragers of learning rather than disseminators of wisdom.

10. Decisions about curriculum, rates of progress, and placement are made continuously throughout the individual child's program.

It may be said then, that continuous progress education is an attempt to give each child an opportunity to work at his level in each subject and to progress individually. In this way, each child is able to explore his own potential without having to contend with the frustrating experiences that are an inherent part of the graded system.

In line with the general schematic design and overall theme of the individualization of instruction series, a practical and presently operational plan of action will be presented at this time. In the first monograph, Individualization of Instruction: A Rationale[7] a schematic design for program construction was presented. It is the function of this paper to illustrate the techniques of how a continuous progress program of organization and instruction might be constructed from such a design.

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[7] A.F. McLean and J.J. Hunt, Individualization of Instruction: A Rationale, Missoula, Montana: The Division of Educational Research and Services, University of Montana, 1970.

The plan used to illustrate this procedure was developed by the teaching staff of Exshaw School from the vertical and horizontal models of school organization mentioned previously. The outline which follows briefly, indicates the general nature of the continuous progress plan and it will probably undergo many modifications and changes as the teachers work with it and develop improvements.

THE EXSHAW PLAN *

General View

It should be emphasized at the beginning of this section that even though a level system of vertical organization and a grouping system of horizontal organization are used in the structuring of this system, the plan is only intended to be a guide. All staff members involved in developing and operating this program stated that they would endeavor to facilitate continuous progress and individualized instruction practices to their utmost ability, particularly at the operational (student-teacher) level.

In the present plan the work of the six elementary grades is divided into eighteen levels or three levels per school year (Figure 1). This level division of work applies chiefly to the Language Arts are, specifically reading, and in the later part of the program, the Mathematics-Science areas. A local curriculum guide, developed by the teaching staff, indicates the content and suggested limits of each level.

Previous Grade	I		II		III		IV		V		VI		
Now Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	+

Figure 1. General Level Sketch

* Exshaw School District, Exshaw, Alberta, Canada

The first year in school is an observation and evaluation period. While the first year teacher proceeds with the instructional program, the pupils are carefully studied to determine their abilities and what rates of progress may be best for them in succeeding years.

The teachers' observations and decisions are supported by intelligence tests given during the year, achievement tests in Reading given at various points throughout the year, and standardized achievement tests. In the final classification of pupils for the next year, age, health, and emotional maturity are to be considered. However, all of these techniques are merely guides for in the final analysis it is the subjective evaluation by the teacher which will determine at what level the child will be placed in the coming year.

To enable the development of at least three concrete programs, pupils were considered to be included in three general groups or classifications: a faster moving group, an average group, and a slower moving group. It is hoped that each group would travel at a pace so as to challenge, but not to frustrate.

In a school year it is likely that:

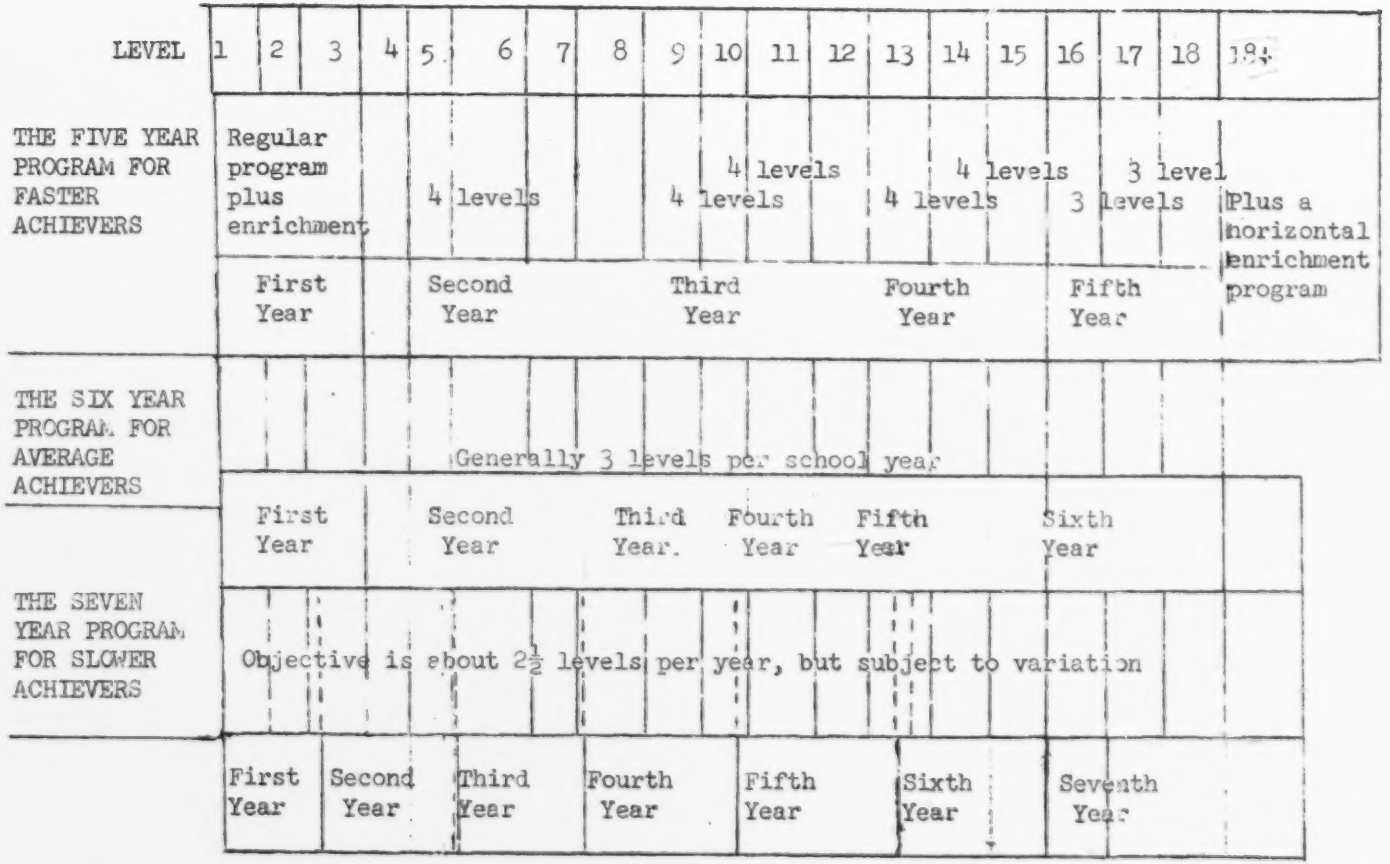
The faster moving group completes 4 levels	The average group completes 3 levels	Students experiencing academic difficulty complete 2+ levels
2 3 4 5 6 7 8 9	2 3 4 5 6 7 8 9	1 2 3 4 5 6

Figure 2. A General Sketch of Three Levels of Vertical Movement.

Thus, the superior pupils should complete the six years work in five years without "skipping." The average group will take the regular six

CONTINUOUS PROGRESS PLAN

VERTICAL ORGANIZATION : A THREE TRACT PROGRAM



years. Some pupils may take a year or more longer, but they will not have to "fail" or "repeat" a year.

An overall general picture of the plan is depicted in Figure 3. This figure shows the three main groupings; however, what is not shown is that there will be vertical movement as well as horizontal movement in relation to program progression. In other words, since progress is individual and continuous, a pupil will be able to move within the range of the five, six, and seven year programs.

A comparison of three students' rates of progress might serve as an example at this point. For the sake of similarity of comparison, all three of these students will be considered to have come from similar backgrounds; however, these students exhibit differences in their ability to handle academic work.

Example one (Figure 4), an academically inclined student begins his second year by starting level 4, progresses through level 5, and is finished with level 6 by April. He then begins level 7 and works on this until June. In September, his third year in school, he starts off with level 8 work and continues through levels 9, 10, and 11 by the end of June.

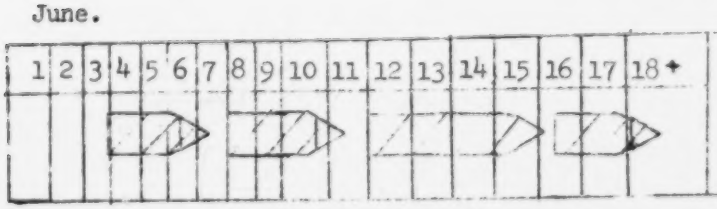


Figure 4. Example one: Vertical Advancement of a Faster Achieving Student.

He then goes on in his next year (fourth year) to complete levels 12, 13, 14, and 15. The following year (his fifth year) he completes levels 16, 17, 18, and goes into 18 plus, a highly individualized special program. Thus, this student would complete the elementary program in five years, never having "skipped" a complete year's curriculum or having experienced

certain social-psychological problems associated with skipping.

Example two (Figure 5), had a very slow start in his first year and did not complete level three. He begins September of his second in school in level 3 and makes his way through levels 4, 5, and half of level 6.

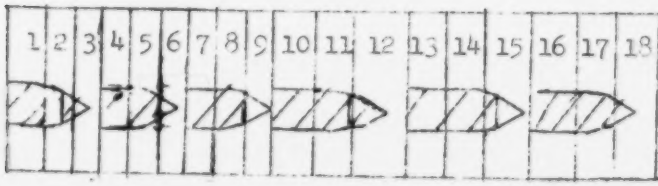


Figure 5. Example two: Vertical Advancement of an Average Slow Starter.

The next year (his third) he completes level 6 and moves through levels 7, 8, and 9. In September (his fourth year) he starts in level 10 and completes level 12 by June. In the following two years he completes three levels per year, completing the elementary program in six years. This example points out that even though this student was a slow starter, he did hit a spurt in his third year and was able to move to a different pattern completing in six years instead of seven. Under a typical graded program, this student would most likely have "failed" or "repeated" a grade thus taking seven years instead of six to complete the elementary program.

Example three (Figure 6) experiences considerable difficulty in his first year and completes only two levels.

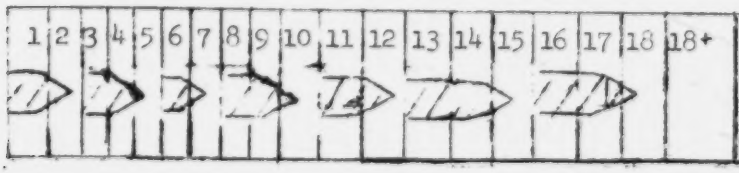


Figure 6. Example three: Vertical Advancement of a Student Experiencing Academic Difficulty.

From this time on, he only is able to complete two and a half levels a year. At the end of seven years in the elementary school program, he is

at the end of Level 17, has not failed a "grade" and has completed most of the elementary school program. In all probability this student would then begin the junior high school program (due to socio-psychological factors). Hopefully, he will be entering a continuous progress middle school program in which adjustments can be made for him as an individual.

It should be emphasized that throughout the entire program, the key must be flexibility. The program must be geared to the child, not the child to the program. Changes must be made when they are needed, not at pre-set times during the school term. It must be remembered that the function of all educational personnel is to facilitate and enhance the educative process for each individual child, not to hinder it.

A Conceptual Framework

The general working plan, which follows this section, is an outline based on a conceptual framework devised by the teaching staff to enable the systematic construction of a continuous progress program. The theoretical framework, depicted in Figure 7, indicates the two main levels of school organization and the dimensions that were selected for consideration in each. From this schema a continuous progress program of school organization suited to the staff's concept of current conditions in the school and community was devised.

1. Vertical organization: A system for moving students upward or vertically from entry to departure from school.

   Three main considerations:

   1. Number of placement decisions in a year.
   2. The rate of a student's progress.
   3. The curriculum content (material).

2. Horizontal organization: A system for dividing students into instructional groups and allocating them to teachers.

   Four main considerations:

   1. Organization of Curriculum.
   2. Organization of students.
   3. Organization of teachers.
   4. Organization of time.

Figure 7. Conceptual Framework: Two Main Areas of School Organization--Vertical and Horizontal.

A. Vertical Organization:

1. Placement Decisions

a. Major placement decisions were to be made three times a year:

(1) end of December

(2) end of March

(3) end of June

b. It was thought that the average group of students should be able to cover three levels per school year.

c. Minor placement decisions were to be made at the end of each month (or each subject unit).

2. Rate of Progress

a. Student's rate of progress will be varied according to the capabilities of the individual student.

b. Slower students will most likely cover two levels in the school year; average students, three levels; fast students, four levels. However, many students will cover partial levels as well, and only in special circumstances will a student progress at a rate faster than four levels per year.

c. At the beginning of the September term, a student will continue from the point he/she completed the previous June.

3. Curriculum Content

a. The content will be arranged according to major subject areas, e.g., language.

b. Each subject area will consist of the more important component subjects that are considered to be important to the understanding of the major area, e.g., phonics in the language arts program.

c. Each specific subject will be divided into three major levels which would comprise a year's work at average progress.

d. Division I (Primary) will consist of nine levels of curriculum content progress, and Division II (Intermediate), another nine levels. Therefore, the entire elementary program for each subject will have eighteen major levels of work.

4. Figure 8 is an example showing the method that will be employed in attempting to assess the students' progress vertically. No percentage marks or letter grades will be used--only a line profile chart to show where the student stands in relation to the program. Testing will be for diagnostic purposes rather than placement.

B. Horizontal Organization

1. Curriculum Organization:

a. The program will vary according to content level and will vary in the use of:

(1) individual subject areas (specific subjects) i.e., reading.

(2) combined subject areas; i.e., language arts.

(3) major problem areas, i.e., our community, as the the need is determined by the individual teacher.

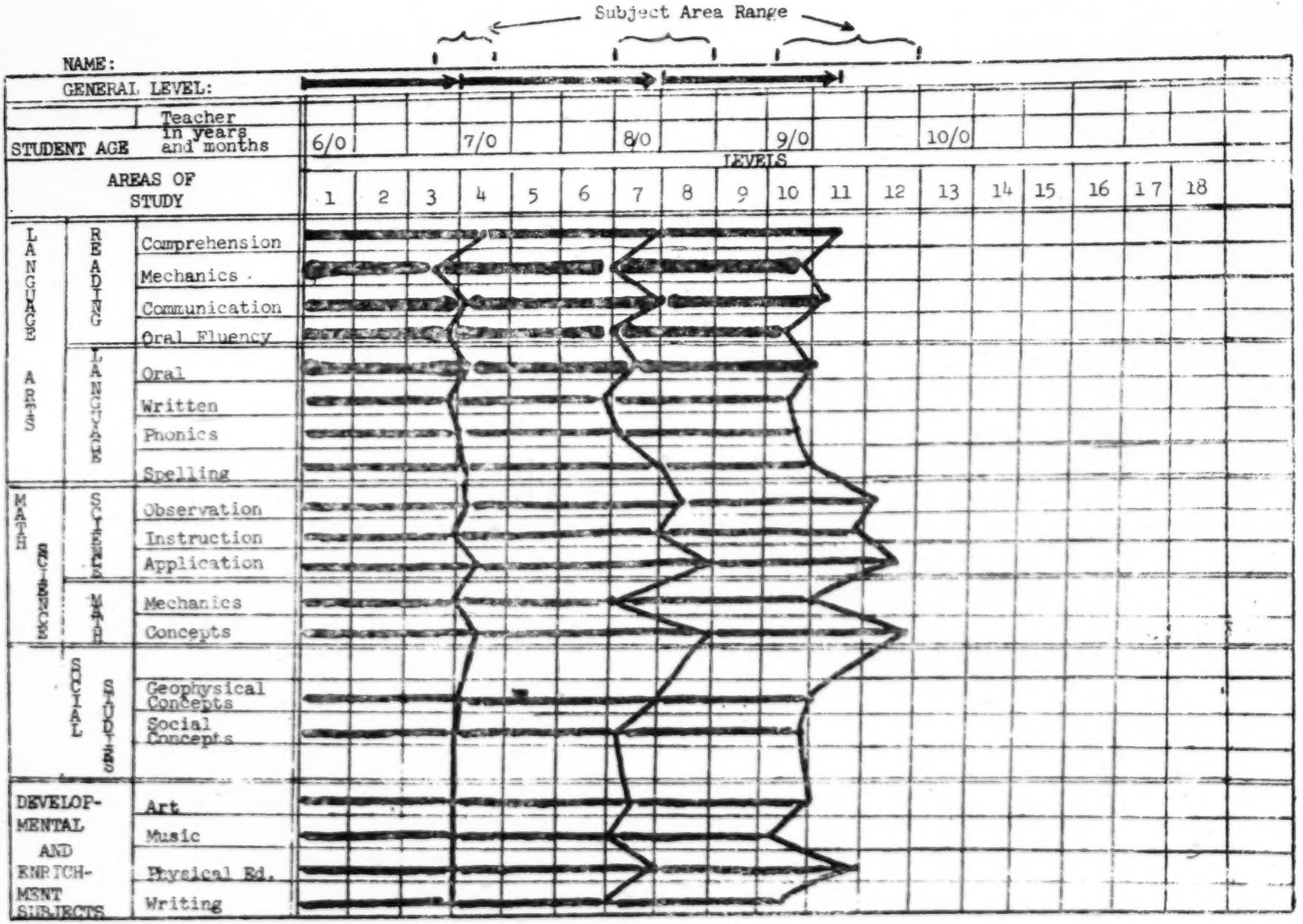


Figure 8. Continuous Progress Report

b. A horizontal enrichment program will be set up in each major subject at the end of every level to provide for horizontal development of a student who is not ready to progress to the next level due to a deficiency in one of the major areas or would profit by indepth study in a particular field of study. This will enable the student to improve in the deficient area or broaden his scope while carrying on with a new parallel program in the other areas and not having to repeat material when progressing to the new level.

c. At the end of level eighteen, an additional program of study will be established for students who complete the eighteen levels in less than five years, or for students who have only a portion of the eighteenth level to complete in their fifth or sixth year.

2. Student Organization

a. This will be, to the greatest extent possible, on an individual basis. However, all students will have a home base room. Students will be involved in independent study, small group and large group experiences.

b. Room groupings will be heterogeneous (due to the size of the school), although there will be some provision made for inter-room movement of students for homogeneous grouping purposes in certain subject areas (such as reading and math).

c. Subject grouping in curriculum areas will be at the discretion of the individual teacher and may be either homogeneous or heterogeneous.

3. Teacher Organization

a. This will be, for the most part, on an individual teacher basis although some departmentalization will take place in the upper levels.

b. There will be some degree of flexibility to allow for teaming programs involving team or cooperative teaching.

C. Placement Decisions:

1. Major placement decisions will be made three times during a school year, segmenting the school year into three terms or sessions (Figure 9).

a. During the first term (September through December) the first two or three weeks will be used as an orientation period for teachers to familizarize themselves with their incoming group of students. This period of time will enable new teachers to acquaint themselves with the continuous progress program and with the pupils that they have been assigned. It will also afford returning staff members with a similar opportunity as well as to provide a time for re-evaluation, reorganization, and setting of the program for the coming term. These first two or three weeks will also

Figure 9

Approximate Time Split for Level Promotion

September	3 weeks	2 to 6 weeks orientation or review of time
October	4 weeks	
November	3 weeks	11 weeks
December	3 weeks	
Christmas Vacation--Level Promotion		
January	4 weeks	
February	4 weeks	11 weeks
March	3½ weeks	
Level Promotion		
April	3½ weeks	
May	4 weeks	11 weeks
June	4 weeks	
Summer Vacation--Level Promotion		

Figure 9a

PROPOSED FUTURE TIME SPLIT FOR LEVEL PROMOTION

This would involve changing from three to nine levels per year.

September	Orientation and Evaluation
October	
November	
December	
January	
February	
March	
April	
May	
June	

This program would involve approximately 50 to 60 level placement decisions in the elementary years, major level placement decisions being made at the end of each month.

provide time necessary for re-testing and re-evaluation of new and returning students. This concept of testing is in accord with the philosophy that any testing that is done should be for remedial and diagnostic purposes only. The concept of diagnostic testing is to help the child overcome his difficulties as opposed to achievement testing which tends to promote undue competition and artificial barriers. The fall session follows the orientation and testing period and consists of approximately twelve weeks ending with the Christmas vacation. However, this schedule must be flexible and if additional time is needed to complete some phase of the program, then allowances must be made.

b. The second term or winter session (January through March) consists of approximately eleven weeks.

c. The third term or spring session (April through June) consists of approximately eleven weeks.

d. Therefore, the major placement decisions will usually take place at the end of the December, March, and June sessions. Again, this must be flexible.

2. Minor placement decisions may take place at any time during the sessions and will generally be related to individual

achievement in the various subject areas. However, it is recommended that these minor evaluations take place at least once a month.

3. Placement decision times are an administrative device establishing set times when teachers must take time to sit down and actually attempt to evaluate what each student is doing. These placement decision times are not meant to be times of promotion-non-promotion. In fact, the student need not even be aware of the evaluation. It must also be emphasized that these major assessments should not be looked upon in the light of the traditional graded report card. They are only meant to be times of mental assessment of students' progress by the teachers and entering current information on the pupils' cumulative record card.

4. The major assessment times will usually be followed by parent-teacher interviews. The mental assessment that preceded will most likely be of great value to the teacher when discussing the child's progress with the parent.

Student Progress Reports to Parents

1. There will generally be three parent-teacher conference days held throughout the school year. One will usually be held at the conclusion or beginning of each of the three major assessment times. However, others will be arranged upon request.

2. Teachers are encouraged to gain as much personal contact with parents as possible. If something needs to be discussed, the teacher should request that the parent come to the school for a parent-teacher conference. The time to use this technique is when parent-teacher communication is needed. Do not wait until reporting time.

3. Teachers may send progress report profile charts out to parents whenever it is deemed necessary. However, these reports should be shown to parents at least once a year. Parents may request to see profile charts at any time.

4. The written progress reports may be sent to parents whenever the teacher deems it necessary. However, these should be sent out at least three times a year or whenever the student moves from one level to another.

Again, it must be emphasized that the degree of flexibility exhibited will depend entirely on the individual teacher's own personal attitude toward continuous progress. If the teacher does not adapt his or her teaching methods to the general concept of flexibility, individualized instruction, and continuous progress, then nothing will really have changed and the program will be "non-graded" in name only. However, it is hoped that the teacher will assume the responsibility and offer as much flexibility in the program as is humanly possible. It is well to remember that the entire non-graded

system exists for the sole function of giving each and every individual child the very best individual education possible.

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